**OBJECTIVES**

1) **Determine** why input breaks down.

2) **Design** input AND practice that elicits intuitive responses (i.e., natural use of necessary skills).

3) **Develop** opportunities for creative and authentic language use.

**DEFINITIONS DESIGNING LIKE A GAMER**

1. **Identify:**  What do you want students to do with their language?
2. **List:** What forms of input and practice do you typically provide?
3. **Examine:** How intuitive is your input?
4. **Consider:**   Is the practice space you provide “safe” and engaging?
5. **Brainstorm:**  How might you provide more

intuitiveinput and practice?

1. **Evaluate:**   Does your activity inspire

students to ask a

question/look for an answer?

1. **Evaluate:**   Does your activity make

supports available exactly

when and where students

most need them?

1. **Evaluate:** Does your activity provide a

path where students can

make choices (illusion of

choice)?

**Input:**   What a student needs to

know to use a skill

**Practice:** Opportunities to use input to

develop a skill

**Intuitive:**  When students’ natural

reaction to input and practice

results in natural use of the

targeted skill

**QUESTIONS TO CONSIDER**

**Case Study: *Super Metroid***

* What do the students **do** **first** when they play?
* What do students **notice** as they play?
* At first, how **dangerous** is the space?
* How do students **react** to changes?
* How do challenges **motivate** students?
* What feedback do students get as

they play the game?

**YOUR TURN**

1) Pick ONE thing you have to teach: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2) Write down the forms of input and practice you typically provide for that concept:

**INPUT**  **PRACTICE**

**CONSIDER WITH A COLLEAGUE:**

1) What do you want students to **DO** with their language skills?

2) What **PROBLEMS** do students typically encounter when trying to complete that task?

3) What do those problems tell you about the kinds of **INPUT & PRACTICE** students need?

4) What do those problems tell you about what you might need to **CHANGE TO ELICIT BETTER**

**INTUITIVE RESPONSES** from students?

|  |  |  |  |
| --- | --- | --- | --- |
| **EVALUATE:** | | **Yes** | **No** |
| **1)** | Does my input naturally elicit the intuitive response I want? |  |  |
| **2)** | Do students have engaging opportunities to practice in “safe” spaces? |  |  |
| **3)** | Does the input and practice naturally motivate students to ask questions and search for answers? |  |  |
| **4)** | Does my input and practice provide the illusion of choice? |  |  |
| **5)** | Am I scaffolding the learning space to guide students’ choices? |  |  |